



THE ROLE OF TEACHERS MANAGING TEACHING DURING THE COVID-19 PANDEMIC AND TO FACE THE ERA OF THE 21ST CENTURY (STUDY CASE ELEMENTARY SCHOOL UMP PURWOKERTO)

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ABSTRACT

Learning activities throughout the Covid-19 Pandemic should still target the action of twenty first century skills that integrate knowledge, skills, and attitudes, further as mastery of technology, data and communication, even in COVID-19 conditions like today. Therefore, this study aims to see however lecturers plan, perform learning and steerage as well on decide the sort of assessment carried out. this kind of analysis employed in this research is descriptive qualitative. This study use case study at Elementary School UMP Purwokerto as the sample in research. The research instruments used were observation, interview and documentation. the info assortment technique is victimization primary and secondary data sources. whereas the data analysis technique used is thru three stages, namely: data collection, data reduction, data presentation, and data categorization. The results of this research, the teacher can style varied learning plans within the kind of assignments that may be done online, be it by video call, google class, zoom, or direct visits to students who don't have a web network. within the assessment (assessment) the teacher can bonk by creating a journal or management card that is allotted by students while at home.

KEYWORD: The Role of Teachers, 21st Century Learning.

INTRODUCTION:

Humankind is facing unprecedented revolution, all our old story are crumbling and no new story has so far emerged to replace them. How can we prepared our self and our children for a world of such unprecedented transformations and radical uncertainties. Our student today will be in 2050. If all goes well student will still be around 2100, and might even be their children will be an active citizen of the twenty second century. What should we teach to the student that will help them survive and flourish in the world of 2050 or of preparation to the twenty second century. What kind of skills, abilities will student need in order to get a job, understand what happening around them, and give them guidance from the maze of life. Human could not never predict future with accuracy but today is more difficult than ever before, because once technology enables us to engineer bodies trains and minds, we can no longer be certain about anything including thing that previously seemed fixed and eternal.

When we live a thousand years ago, in 1018, there were many things people did not know about the future, but they were nevertheless they don't know the feature of society of humankind not going to change. Thereupon in 1018 poor Chinese parent taught their children how to plant rice or weave silk and wealthier class parent taught their boys how to read the Confucian classics, write calligraphy or fight on horseback and taught their girl to be modest and obedient housewives, obviously that skill would still be needed in 1050.

The other story contrast today we have no idea how china or the rest of the world will look in 2050. People do not know about what they will do in 2050, we do not know what the function of the armies, how the bureaucracies will function and how the relation of gender will happen, perhaps what kids learn today will likely be irrelevant by 2050.

Nowadays a lot of school focus on overfill information, we already know in the past because information was scarce and even the slow to get information and even blocked by censorship, for suppose we live in one provincial town in Indonesia in 1900, it was difficult for us to know much about the wider world. There was no radio, television, daily newspapers or public libraries. Even if we found one private library, there was not much book to read other than novels and religious tracts.

In contrast, in the twenty first century we are flooded by mass amount of information and even the censors do not try to block it. Instead of giving good and useful information they busy spreading misinformation or distracting people with irrelevant things. On the other hand if we live in some provincial Indonesia town and we have smartphone with us, we just can spend many lifetimes just reading Wikipedia, watching YouTube, taking online course. But others also got the effect of difficulty to focus, when something looks difficult and complicated it is tempting to switch to some funny thing, gossip or maybe porn.

Since we don't know about the future exactly we tend to invest a lot of efforts teaching our kids how to write C++ or how to speak other language such as English, chineses, etc. and so far we already know about Artificial Intelligence more better than human to encode and we have google translate enable us to conversation in any languages.. So what should we be teaching, many pedagogical expert

still argue that school should switch to teaching the 4Cs: Critical thinking, communication, collaboration and creativity. And school should downplay technical skill and emphasize general purpose life skills, to learn new things and to preserve mental balance in unfamiliar situation.

LITERATURE REVIEW:

21st Century:

Learning in the 21st century is an accumulation of soft skills such as knowledge, work habits, digital literacy, critical thinking and problem solving, helping students lead a successful career in the modern workplace. Students are expected to acquire these skills when creating class content. This type of learning contributes to an increasingly digital learning environment where students rely on the Internet to access information and virtual classrooms for content delivery.

21st century learning refers to the development of learning, reading and living skills as part of a classroom experience. Learning skills include critical thinking, creativity, collaboration, and communication. These are recognized as essential for successful adaptation to modern working environments. Literacy skills, including information, media, and technology literacy, focus on understanding numbers, assessing the reliability of sources, and understanding the machines and computer networks we rely on today. Life skills include flexibility, leadership, initiative, productivity, and human skills. These skills help students plan projects strategically, stay efficient, and network with others.

Challenges in 21st Century:

• Technological disruption:

Changes in information, nano, bio, and neurotechnology have already brought about significant changes in unprecedented scale and speed. In order for us to benefit from these changes, it is essential to learn to live and work with AI as part of our lives. According to trends, the world population of robots will increase over the next few years, reaching up to 20 million by 2030, including 14 million in China alone. At the same time, estimates suggest that a similar number of manufacturing jobs will be lost.

The effects of these unemployments vary widely from country to region and have a disproportionate impact on unskilled workers and poor local economies. In many places, the impact will exacerbate social and economic stress when political polarization tends to be a concern. As the OECD points out, this means that participation in higher education is more important than ever.

• Society Living:

The economy is more interdependent than ever. This creates opportunities, but it can also lead to significant instability. Access to the opportunities that globalization must provide is unequal, and many feel alienated from their direct communities. Changes in labor practices and production models have left many people in volatile and low-wage employment, and many citizens feel that they have lost control of their fate to distant and strange institutions.

In some states, the response is inward-looking nationalism to address challenges such as cybersecurity, health pandemics, climate change and environmental sustainability, increasing refugee vulnerability, and migration

that cannot be resolved by the state alone. Threatens important global cooperation.

- **Increasing inequality:**

With the development of agriculture, medical facilities and scientific inventions, our standard of living has improved significantly. This has led to the challenges of population growth, pollution, and the unsustainable use of resources to meet the growing demand for our needs. Overcrowded cities are reminiscent of ants living in their colonies. This has caused many problems such as B. Improper city planning, lack of sanitation, drinking water, food, shelter, lack of energy, etc. Globalization and transportation have changed our lives, but we are now building a wall of active nationalism and protectionism that is reflected in trade wars and tariff increases. Cyber threat and social diplomacy. This has increased rural, urban, north-south, development and development, and other economic, social, and political inequality. Are you working hard enough to ensure that no one is left behind.

- **Hunger:**

Even an only child who is hungry is ashamed of humanity as a whole, but according to WHO, 850 million people are hungry every day today, accounting for almost one-tenth of the world's population. .. Hunger, poverty, climate change, population, pollution, floods, droughts, heatwaves and food security are all interrelated. All of this can be resolved through awareness-raising, education, increased research, and the use of more environmentally friendly alternatives. We must work together for everyone, but instead of doing so as the world approaches, people move away from selfish interests.

- **The Digital Divide:**

We want to recognize that if the misusers of generation are becoming smart, the protectors of protection want to get smarter. For this technological schooling wishes to be promoted. The boom of the net has delivered a project of virtual divide. In all this, the children, aged and girls are affected the maximum because of loss of access. The gaps in schooling and records want to be solved through inclusive rules and schemes.

The growing nation funded cyber attacks, the wave of dis-records, faux information and the unfold of fake propagandas is performing as a divide, in now no longer best people however additionally nations. The function of social media in US elections, Brexit, boom in terrorist radicalization thru fake propaganda are few examples of our large demanding situations.

Data is the brand new gold, we want to sell records protection, privateness and decrease the exchange monopolies to the massive technological giants through growing taxes. This cash may be utilised to aid the terrible with Universal Basic Income.

- The function of media in preventing terrorism, communalism, protectionism, faux information may be very critical. It has the strength to train masses. The participation of youngsters in each element is critical and the authorities faces a project of making new jobs. We want to conquer this as urgently and successfully as viable as a way to gain the advantages of our demographic dividend. This may be executed through tackling the twenty first century demanding situations and predicting the destiny problems.

- **Patriarchate:**

The idea of patriarchy, which was said to be an ancient concept in , still shows its roots today. Women face many challenges, including gender discrimination, unequal wages, poverty in old age, access to education, and early marriage. We have come a long way to improve the situation for women, but there is still a long way to go. We need to get them involved in innovation, business and sports and understand that women's issues are important to the development of the world.

- **Climate change:**

There is considerable research on the increase in global warming negatively impacting our society. Ice losses are rapidly spreading deep into the interior of the Antarctic. The warming of the Southern Ocean is resulting in glaciers sliding into the sea increasingly rapidly, with ice now being lost five times faster than in the 1990s. The decisions we make today will affect the nature of the eco-systems of our planet. Growing pressure to act has resulted in a number of policy commitments across the world to reach net zero carbon emissions as one major solution to the variety of harms from our societies.

We are losing our most precious resources such as water and we are polluting the air we breathe. We need to address a wide variety of issues related to climate change, and environmental degradation. The effects we are seeing are impacting societies differently, with poorer people and poorer nations being disproportionately affected.

- **Education:**

Education has evolved and progressed in recent years, bringing in different notions of learning, classrooms, curriculum, pedagogies, learner profiles, and the overall system, aimed at catering better and effective learning to students, eventually resulting in the success that lasts beyond the walls of the

school. Teachers are expected to look beyond the ordinary and adapt different styles of pedagogy, that don't just appease students, but imbibe various intellectual, psychological and social skills. Here's a look at a few challenges faced by teachers in the 21st century.

1. **Personalization:** The old "one-size-fits-all" teaching method has been around for a long time, and the focus has shifted to different learning styles. Students are no longer forced to learn beyond their understanding. Instead, the lessons are tailored to help students understand their learning style. Teachers are now expected to personalize teaching methods and assessments according to their learning style, laying the foundation for student-centric learning. Combining different learning styles with a period of time can make personalization difficult.
2. **Making the Right Use of Technology:** Digital induction in education goes far beyond merely bringing a computer into the classroom, or giving digital homework. Digitalization in classrooms extends to more intrinsic adaptations such as flipped learning, mobile learning, AI-based decision making, data management, e-learning, visual learning, animations, digital assessments, record keeping etc. Teachers may also get overwhelmed, trying to curate content from varied sources of information, and keeping a track of students' learning who may depend on various digital sources.
3. **Classroom Management:** Classroom management is often misunderstood as simple enough to keep classes under control. However, in practice, teachers are not only listening in the classroom, but also organized, careful, focused, and interested in the lessons, as their teaching strategies prevent students with diverse learning styles and behaviors from being distracted. You need to have and actually learn. .. Changing your learning strategy will also change the dynamics of your classroom, making it more difficult to manage. Students are no longer just passive listeners. They expect active participation and need to feel important and respected in the class.
4. **Curriculum:** Teaching was probably not much more difficult in an era when learning and curriculum were limited to textbooks and classrooms. Modern education requires a dynamic curriculum that includes content, abilities, and basic skills aimed at student overall growth, as well as academic performance. Teachers need to create a student-centric curriculum that not only fosters learning interests and abilities, but also promotes critical, creative and cognitive thinking and serves as the foundation for lifelong skill development.
5. **Global Awareness:** Today's education is not just about preparing students for knowledge, survival and career. It aims to create future leaders and global citizens with an integrated view and approach to the community and the world. Therefore, teachers are expected to raise global awareness of students and help them understand the world's environmental, social, cultural, political and economic events and the role they play or can play. Students also need to be familiar with various values such as tolerance, empathy, equality, justice, and inclusion.

4Cs

"Four Cs" of 21st Century Learning: Critical Thinking, Communication, Collaboration, and Creativity.

Critical Thinking:

Critical Thinking is a focused and careful analysis to better understand something. When people talk about "left brain" activity, they usually refer to critical thinking. Here are some of the most important critical thinking skills:

- Analysis means breaking something down into its parts and examining each part to see how the parts are combined.
- Discussion means reaching a conclusion using a series of statements that are logically related and supported by evidence.
- Classification means identifying a type or group of something and showing how each category differs from other categories.
- Comparison means showing similarities and differences between two or more subjects.
- Definition is to explain the meaning of a term using designations, meanings, examples, etymology, synonyms, and antonyms.
- Description means, for example, to describe the property of something B. Size, shape, weight, color, use, place of origin, value, condition, location, etc.
- Valuation means determining the value of something in comparison to a perceived value standard.

- Description means to say what something is or how it works, so that others can understand it.
- Problem solving is the analysis of the cause and effect of a problem and finding a way to stop the cause or effect.
- Tracking causes and effects determines why something happens and what happens as a result.

Creative Thinking:

Creative Thinking is a broad and free invention, a discovery of possibilities. When people talk about "right-brain" activity, they usually mean creative thinking. Here are some of the most common creative thinking skills:

- Brainstorming ideas include asking a question and quickly listing all the answers.
- To create something, you need to combine and shape the materials, probably according to the plan, or perhaps based on the impulse of the moment.
- Design means finding the relationship between shape and function and shaping the material for a specific purpose.
- Entertaining others means telling stories, joking, singing, playing games, playing roles, and having conversations.
- Imagination of an idea means trying something unknown and impossible, perhaps vaguely or very focused, as Einstein did in a thought experiment.
- Improvisation of a solution is the use of something in some new way to solve a problem.
- Innovation means creating objects, processes, ideas, etc. that never existed before.
- To flip something is to turn it around to gain a new perspective, perhaps by redefining the situation, reversing the cause and effect, or looking at something in a whole new way.
- Problem solving requires the use of many of the creative skills listed here to identify possible solutions and implement one or more of them.
- Questions actively engage with the unknown, informing them of the unknown, seeking information, and finding new ways to do something.

Communication:

- Situational analysis means thinking about the subject, purpose, sender, recipient, medium, and context of a message.
- Media selection involves determining the best way to deliver a message, from face-to-face conversations to 400-page reports.
- Evaluating news means determining whether the news is accurate, complete, reliable, reliable, and up-to-date.
- Following convention means communicating with the standards expected of the selected media.
- To listen positively, you need to be careful, take notes, ask questions, and work on ideas that are otherwise conveyed.
- Reading means decoding written words and images to understand what the caller is trying to convey.
- Speaking conveys ideas using spoken language, intonation, body language, gestures, facial expressions, and visual aids.
- Turning means effectively switching from receiving ideas to providing ideas among people in a communication situation.
- To use technology, you need to understand the features and limitations of all technology communications, from phone to email to instant messaging.
- Writing is the process of encoding a message into words, sentences, paragraphs and communicating with distant people, distant people in time, or both.

Collaboration:

- Distribution of resources and responsibilities ensures that all members of the team can work optimally.
- To brainstorm an idea in a group, suggest the idea quickly and write it down

for criticism without pausing.

- Decision making requires categorizing the many options presented to the party and reaching a single option to move forward.
- Delegation means assigning a task to a member of a group and expecting the member to perform some of the work.
- Evaluating product, process, and group members gives you a clear idea of what works and what improvements are possible.
- Goal setting requires the group to analyze the situation, determine the desired outcome, and articulate the achievable goals.
- Leading a group means creating an environment where all members can contribute according to their abilities.
- Time management is to match your to-do list to your schedule and track your progress towards your goals.
- Conflicts are resolved using either enforcement, cooperation, compromise, competition, or postponement strategies.
- Team building means working together over time to achieve a common goal.

Islamic Purpose of life:

Naqli or the argument revealed means literally conveyed evidence. It refers to the transition from Knowledge from real text sources such as Al Koran and Sunnah of Navim Hamad. These two The source is the authority in its own right when there is a dispute among devout Muslims over evidence and counterarguments. Something. In Islamic educational terms, educators are called Naqli (Revealed Knowledge). Communicate knowledge from real sources (Quran and Sunnah) to learners. In student-centered Islamic classrooms, Nakuri knowledge can be acquired by the students themselves. But it's not an efficient and accurate process. Because the students are not Quran and Sunnah experts In the case of Navi Muhammad, they are very likely to overlook the true meaning and interpretation of the source. As Therefore, in Islamic classrooms it is highly recommended to transfer knowledge from scholars. From educator to learner.

Allah says in the Quran: (Purpose of creation) And I (Allah) created not the Jinns and humans except they should worship Me (Alone). Quran 51:56.

Mankind has a duty to fulfill as responsible human beings on Earth. Man has been given the privilege and is blessed by Allah as a Khalifah (vicegerent) so that he can lead others to salvation. Allah says in surah Al-Alaq, (96:1-3-4), Read! In the Name of your Lord, Who has created (all that exists), Read! And your Lord is the Most Generous, Who has taught (the writing) by the pen. Has taught man that which he knew not: (96:1-3-4-5).

Six Major Beliefs:

1. **Belief in the Oneness of God:** Muslims believe that God is the creator of all things, and that God is all-powerful and all-knowing. God has no offspring, no race, no gender, no body, and is unaffected by the characteristics of human life.
2. **Belief in the Angels of God:** Muslims believe in angels, unseen beings who worship God and carry out God's orders throughout the universe. The angel Gabriel brought the divine revelation to the prophets.
3. **Belief in the Books of God:** Muslims believe that God revealed holy books or scriptures to a number of God's messengers. These include the Quran (given to Muhammad), the Torah (given to Moses), the Gospel (given to Jesus), the Psalms (given to David), and the Scrolls (given to Abraham). Muslims believe that these earlier scriptures in their original form were divinely revealed, but that only the Quran remains as it was first revealed to the prophet Muhammad.
4. **Belief in the Prophets or Messengers of God:** Muslims believe that God's guidance has been revealed to humankind through specially appointed messengers, or prophets, throughout history, beginning with the first man, Adam, who is considered the first prophet. Twenty-five of these prophets are mentioned by name in the Quran, including Noah, Abraham, Moses, and Jesus. Muslims believe that Muhammad is the last in this line of prophets, sent for all humankind with the message of Islam.
5. **Belief in the Day of Judgment:** Muslims believe that on the Day of Judgment, humans will be judged for their actions in this life; those who followed God's guidance will be rewarded with paradise; those who rejected God's guidance will be punished with hell.
6. **Belief in the Divine Decree:** This article of faith addresses the question of God's will. It can be expressed as the belief that everything is governed by divine decree, namely that whatever happens in one's life is preordained, and

that believers should respond to the good or bad that befalls them with thankfulness or patience. This concept does not negate the concept of "free will;" since humans do not have prior knowledge of God's decree, they do have freedom of choice.

The five pillars or acts of worship in Islam:

- 1. The Declaration of Faith (shahada):** The first act of worship is the declaration that "There is no deity except God and Muhammad is the messenger of God." Muslims repeat this statement many times a day during their prayers. If someone wants to become a Muslim, he or she makes this profession of faith as an entry into Islam.
- 2. Prayer (salat):** Islam prescribes a brief prayer or ritual worship five times a day: at dawn, noon, late afternoon, sunset and night. Muslims perform ablution before prayer -- a brief prescribed washing of the hands, mouth, nose, face, arms and feet. One may pray alone or in a group in any clean location, including a mosque. The Friday noon prayer is special to Muslims and is done in a mosque if possible. Muslims face in the direction of Mecca when they pray.
- 3. Charity (zakat):** Muslims are required to give to the poor and needy. Islam prescribes an obligatory charity, known as zakat, based on two and a half percent of one's income and wealth. In addition to this prescribed charity, Muslims are encouraged to give as much as they can in voluntary charity throughout the year.
- 4. Fasting (sawm):** Muslims are required to fast from dawn to sunset during the month of Ramadan, the ninth month of the lunar calendar. People gather in the evenings for a festive breaking of the fast. When fasting, Muslims refrain from food, liquid, and sexual activity. During Ramadan, Muslims are also supposed to abstain from negative behaviors such as lying, gossip, petty arguments, and negative thoughts or behaviors, including getting angry. Muslims are required to start fasting when they reach puberty, although some younger children may also fast. People who are sick, traveling, menstruating, and pregnant or nursing may break their fast, but may make up the days later in the year. The elderly and people with disabilities are excused from fasting.
- 5. Ramadan** was the month in which the revelation of the Quran to Muhammad began. Therefore Muslims are encouraged to read the Quran during this month and often gather in the evenings in mosques to listen to recitations from the Quran.
- 6. Pilgrimage to Mecca (hajj):** Every Muslim is required to make the pilgrimage to Mecca, located in Saudi Arabia, once in their lifetime if financially and physically able. Mecca is home to the first house of worship of God, the Kaaba, said to have been built by the prophet Abraham and his son Ishmael. Muslims all over the world face towards the Kaaba when they pray. All outward symbols of rank and wealth are erased during the pilgrimage, as Muslim from every part of the globe come together for the purpose of worshipping God. Muslims who complete the pilgrimage are referred to as "Hajji" and greeted with great celebration and respect in their communities when they return.

Life skill:

- 1. Focus and Self-Control:**
Student need this skill to achieve goals, especially in a world filled with distractions and information overload. This includes paying attention, exercising self-control, remembering the rules and thinking flexibility.
- 2. Perspective Taking:**
This involves understanding what others think and feel, and forms the basis for children's understanding of the intentions of parents, teachers and friends. Student with this skill are less likely to get involved in conflicts.
- 3. Communicating:**
Much more than understanding language, reading, writing and speaking, communicating is the skill of determining what one wants to communicate and realizing how it will be understood by others. It is the skill teachers and employers feel is most lacking today.
- 4. Making Connections:**
This Life Skill is at the heart of learning: figuring out what's the same, what's different, and sorting them into categories. Making unusual connections is at the core of creativity and moves children beyond knowing information to use information well.
- 5. Critical Thinking:**
This skill helps children analyze and evaluate information to guide their beliefs, decisions and actions. Students need critical thinking to make sense of the world around them and to solve problems.
- 6. Taking on Challenges:**
Students who take on challenges instead of avoiding or simply coping with

them achieve better in school and in life.

7. Self-Directed, Engaged Learning:

By setting goals and strategies for learning, children become attuned and better prepared to change as the world changes. This helps children foster their innate curiosity to learn, and helps them realize their potential.

Mental Health:

The World Health Organization has defined mental wellbeing as "a state of mind in which an individual is able to realize his or her own abilities, can cope with the normal stresses of life, can work productively, and is able to make a contribution to his or her community" (World Health Organization, 2010).

The World Health Organization (WHO) defines mental health as "a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community." The Center for Disease Control (CDC) uses the WHO definition. The WHO website states that "around 20% of the world's children and adolescents have mental disorders or problems. Educators often work with children who lack the resilience and coping skills they need to be successful.

It is vitally important that school personnel delve more deeply into the issue of mental health and become as educated as possible about the signs of distress in students and, as well, know when and how to follow up in order to address a potentially serious condition.

In 2007, ASCD launched the Whole Child Initiative, which "changes educational conversations from those focused on academic performance in the narrow sense to those that promote the long-term development and success of children." The principles of the initiative are as follows: All students come to a healthy school to learn and practice a healthy lifestyle.

- Each student learns in a physically and mentally safe environment for students and adults. All students are actively involved in learning and connect with schools and the wider community.
- Each student has access to personalized learning and is supported by qualified and caring adults.
- Each student is academically challenged and prepared for success or further research at the university, as well as employment and participation in the global environment. The words and phrases embedded in these principles go beyond the requirement that students simply meet the standards of the curriculum. Terms such as healthy lifestyle, physical and mental safety, connected to school and the wider community, and supported by qualified and caring adults include school attendance, graduation rate, and test scores. It shows that there is much more success with children than improvement in.

Traumatic thigs:

Some children experience traumatic pressure and stress in their personal lives, including the death of family and loved ones, witnessing violence and crime, dealing with family conflicts and divorces, personal bullying, and homelessness. Experience Reactions to these traumatic experiences can unintentionally manifest themselves in classroom behavior and affect the classroom atmosphere. Elementary school teachers Pete Hall and Christine Sowers promoted the idea of creating a "trauma-sensitive" learning environment for students. They write: "When children lose the ability to deal with traumatic events in their lives, they look for ways to regulate themselves. They are to deal with the stress-related intensity of these events. We make full use of all resources, healthy or unhealthy." As educators, Hall and Sowers warn that as educators, students may not fully understand what they have experienced and their reactions. They recommend specific practices that can create a more peaceful and safe environment for all students. Your idea is:

- **Understand student motives:** Instead of scolding or punishing outbursts of negative behavior, try to understand what was behind the behavior.
- **Build positive relationships:** Pay specific attention to the students with the most challenges and gain their trust through acceptance.
- **React strategically:** Remain calm, consistent, and caring in the "face of provocative behavior" which can serve as a model for other students.
- **Keep one's footing:** Remain true to your beliefs and stay rooted in personal behaviors that will help students cope and improve their behavior.

Academic competition:

Students may experience pressure from causes other than what adults face in life. In today's schools, the curriculum is more demanding, admission to the college of choice is more competitive, and success in requiring standardized tests is essential to future educational decisions. The Washington Post reports: Low-

income parents are beginning to tell researchers that they have no time or resources to participate in a highly competitive parenting culture, but are afraid to leave their children behind. “

Social Media:

In addition to learning to cope with the normal stress of facing the hurdles of adolescence, today's young people have the extraadded phenomenon of social media. Although there are many positive benefits derived from technological innovations, social media adds a dimension that can result in excessive peer pressure and cyberbullying. Most teenagers (and many tweens) have phones and social media platforms right at their fingertips. Some observers have concluded that social media is becoming more than just part of their world; for some teens it's almost their entire their world.

Connection news reporter Victoria Ross writes, “Add social media to the mix, where students can compare their existence to other teens 24 hours a day on Facebook, Snapchat, Twitter and other social networks, and the resulting stress can lead to depression and suicidal thoughts.” Discovery.com cites multiple studies including a survey of 753 middle school and high school students in which researchers found that those who spent more than two hours a day on social networking sites like Facebook, Instagram or Twitter were more likely to report distress, poor mental health and even suicidal thoughts.

Pedagogic/ Kurikulum pendidikan Indonesia Sekarang Curriculum 13

The curriculum is a set of plans and arrangements regarding the objectives, content, and learning materials as well as the methods used as guidelines for the implementation of learning activities to achieve certain educational goals. The preparation of the 2013 curriculum focuses on simplification, integrative thematic refers to the 2006 curriculum where there are several problems including; a. the number of subjects with a level of difficulty that exceeds the level of development of the child's age; b. not yet fully competency-based in accordance with the demands of the functions and objectives of education; c. Character education, balance of soft skills and hard skills, 4 entrepreneurship has not been accommodated in the curriculum; d. teacher-centered learning process standards; e. assessment standards have not led to the process and results and have not explicitly demanded periodic remediation, according to (Mulyasa, 2013: 61-63) in “2013 Curriculum Development and Implications”

Legal Foundation for Curriculum 13

The juridical foundation of the 2013 curriculum is the 1945 Constitution, Law number 20 of 2003 concerning the National Education System, Government Regulation Number 19 of 2005 concerning National Education Standards, and Regulation of the Minister of National Education Number 23 of 2006 concerning Graduate Competency Standards and Material Regulations National Education Number 22 of 2006 concerning Content Standards. In addition, the development of the 2013 Curriculum is mandated by the National Secondary Curriculum Plan (RPMN). Another juridical basis for developing the 2013 Curriculum is the 2013 Presidential Instruction of the Republic of Indonesia concerning Character Education, Active Learning, and Entrepreneurship Education.

ISMUBA Curriculum (Al Islam, Kemuhammadiyah and Arabic Language)

Indonesia is an archipelagic country with diversity in each region. This diversity gives birth to different development needs and challenges between regions in order to improve quality and educate people's lives. Related to the development of education, each region requires education in accordance with the characteristics of the region. Muhammadiyah institutionally responds to the needs of the community by creating an integrative-holistic modern Islamic education system, in the form of public schools that integrate Islamic religious sciences, and madrasahs that integrate general sciences. This Islamic education system is supported by a curriculum that is always developed according to internal and external factors.

This education system has a main characteristic, namely Islamic religious knowledge and Arabic language, and in its development, it is also taught kemuhammadiyah subjects. These three subjects, namely Al-Islam, Kemuhammadiyah, and Arabic commonly called Ismuba for Muhammadiyah schools and madrasahs are special characteristics and advantages. Since its inception, Muhammadiyah schools and Madrasahs have designed a modern, integrative-holistic Islamic education system, so as to produce graduates who master general science according to their level, and the religion of Islam, Kemuhammadiyah, and Arabic. In an effort to improve the quality of Muhammadiyah education by paying attention to the development of science and technology, Ismuba education in Muhammadiyah schools and madrasahs, it is deemed necessary to develop an Ismuba curriculum, which includes concepts and principles of learning and assessment of Ismuba education.

METHODOLOGY:

The studies technique used in this studies is a studies technique qualitative. Qualitative studies strategies are studies strategies primarily based totally post positivism or interpretative philosophy, which used to take a look at the situation of the item that's natural, wherein the researcher is asked instruments, facts series strategies done through triangulation (combined mark, interview and documen-

tation), facts received have a tendency to be qualitative facts, facts evaluation is inductive/qualitative, and qualitative studies consequences are for apprehend the meaning, apprehend the uniqueness, assemble phenomena, and find hypothesis (Sugiono, 2020).

Qualitative studies does now no louse populace place and sample, because of studies qualitative departs from sure instances that exists in sure social conditions and outcomes the observe will now no longer be carried out to populace. Samples in qualitative studies are referred to as a theoretical sample, due to the fact the motive of qualitative studies is to generate theory. Main device is the researcher herself, however further after the studies attention turns into clear, then device is in all likelihood to be developed easy studies, that's predicted to entire the facts and evaluate it with the facts that has been determined via remark, interviews, and documentation. sorts of qualitative studies facts sources may be labeled as follows:

- (1) Resource persons (informants), observation the writer obtains information/facts via interview from the principal, grade 1 trainer and grade 1 college students totaling 6 people, so you get the information/facts that relevant.
- (2) Events Or Activities. With direct remark of activities observed, researchers can see how learning, media used and strategies utilized by the trainer in teaching his college students.
- (3) Documents or Archives. In this research, the writer saves various files as studies proof along with pictures whilst college students are studying, devices that may be used as facts, and direct solutions given by college students, instructors, and principals.

Data series strategies used are to apply facts sources primer and secondary. While the technique facts evaluation used is thru 3 stages, namely: facts series, facts reduction, facts presentation, and facts categorization. As for checking the validity of the facts in this study is to do triangulation, wherein there may be no difference between what's pronounced and what simply takes place to an item that was researched.

RESULT AND DISCUSSION:

Since the emergence of a international motion calling for brand new gaining knowledge of fashions for the twenty first century, there was a developing opinion that formal schooling should be changed. This extrade is critical to convey up new types of gaining knowledge of wanted in overcoming complicated international challenges. Identification of pupil abilities that want to be evolved could be very critical to stand the twenty first century.

Teachers are expert educators who ought to perform their obligations nicely and with quality. Quality training can produce entire personalities with studying that develops students' creativity and trains better order questioning skills (HOTS). live, active, independent. The crucial function of a twenty first century trainer as a function version for trust, openness, perseverance and dedication for college kids withinside the face of uncertainty withinside the twenty first century.

The twenty first century sincerely desires instructors whose profiles are effective, expert and captivating who're appropriate to stand the demanding situations of the twenty first century. Teacher abilities which have been formulated via way of means of the authorities consist of character abilities, expert abilities, social abilities, and pedagogic abilities that want to be contextualized and changed in order that they're capable of put together and predicting the gaining knowledge of of desires of twenty first century college students and the needs of twenty first century society, namely:

- 1) Pedagogic competence is the teacher's ability to manage learning from planning, implementing to evaluating;
- 2) Personality competence is a personality that reflects a personality that is steady, stable, mature, wise, sophisticated, humorous but firm, and authoritative, always charming for students;
- 3) Social competence of educators as part of the community to communicate and interact effectively with students, fellow educators, education staff, parents and the community;
- 4) Professional competence is an ability related to mastery of learning material broadly and deeply.

Teachers are expected to be able and able to organize a learning process that relies on and implements the four pillars of learning recommended by UNESCO's 52 International Commission for Education, namely: 1) Learning to Know, 2) Learning to Do, 3) Learning to Be, and 4) Learning to Live Together. (Karim, 2017)

1. Learning to Know, Learning to recognize is an interest to acquire, deepen and make use of understanding cloth. Mastery of the cloth is one of the crucial matters for college kids with inside the twenty first cen-

tury. Students have to even have a willingness to research for lifestyles. This manner that scholars have to constantly check their personal competencies approximately what they already recognize and keep to sense the want to bolster their knowledge for destiny success. Students have to be prepared to continually research whilst going through new conditions that require new skills. Learning with inside the twenty first century ought to location greater emphasis at the subject matter of interdisciplinary learning. Four particular subject matters applicable to fashionable lifestyles are: 1) international awareness; 2) monetary literacy, economics, business, and entrepreneurship; 3) civic literacy; and 4) fitness literacy. These subject matters want to gain knowledge of in faculties to higher put together college students to stand lifestyles and the sector of labor with inside the destiny

2. Learning to Do, In order for us to adapt and adapt in a society this is growing very fast, people want to learn how to work. Students and adults alike want instructional and carried out expertise, can hyperlink expertise and skills, be innovative and adaptive, and be capable of rework a lot of these components into treasured skills
3. Learning to Be, Academic and cognitive competencies are essential competencies for a student, however they're now no longer the simplest competencies that scholars want to be successful. Students who've essential cognitive skills are people with first-rate and identity. Such college students are capable of reply to failure in addition to conflicts and crises, and are organized to stand and triumph over hard issues with inside the twenty first century. In particular, the more youthful era need to be capable of paintings and examine collectively with diverse businesses in diverse varieties of paintings and social environments, and be capable of adapt to converting times.
4. Learning to Live Together, Various evidences display that scholars who paintings cooperatively can gain a better stage of cap potential while regarded from the effects of wondering and the cap potential to preserve data with inside the long time than college students who paintings individually. Learning collectively will offer possibilities for college students to be actively concerned in discussions, continuously display their mastering techniques and achievements and emerge as vital thinkers.

Since the emergence of a global movement calling for new learning models for the 21st century, there has been a growing opinion that formal education must be changed. This change is important to bring up new forms of learning needed in overcoming complex global challenges. Identification of student competencies that need to be developed is very important to face the 21st century.

Teachers are professional educators who must carry out their duties properly and with quality. Quality education can produce complete personalities with learning that develops students' creativity and trains higher order thinking skills (HOTS). live, active, independent. The important role of a 21st century teacher as a role model for trust, openness, perseverance and commitment for students in the face of uncertainty in the 21st century.

The 21st century really needs teachers whose profiles are effective, professional and charming who are suitable to face the challenges of the 21st century. Teacher competencies that have been formulated by the government include personality competencies, professional competencies, social competencies, and pedagogic competencies that need to be contextualized and adjusted so that they are able to prepare and predicting the learning needs of 21st century students and the demands of 21st century society, namely:

- 1) Pedagogic competence is the teacher's ability to manage learning from planning, implementing to evaluating;
- 2) Personality competence is a personality that reflects a personality that is steady, stable, mature, wise, sophisticated, humorous but firm, and authoritative, always charming for students;
- 3) Social competence of educators as part of the community to communicate and interact effectively with students, fellow educators, education staff, parents and the community;
- 4) Professional competence is an ability related to mastery of learning material broadly and deeply.

Teachers are expected to be able and able to organize a learning process that relies on and implements the four pillars of learning recommended by UNESCO's 52 International Commission for Education, namely: 1) Learning to Know, 2) Learning to Do, 3) Learning to Be, and 4) Learning to Live Together. (Karim, 2017)

1. Learning to Know Learning to know is an activity to acquire, deepen and utilize knowledge material. Mastery of the material is one of the important things for students in the 21st century. Students must also

have a willingness to learn for life. This means that students must continuously assess their own abilities about what they already know and continue to feel the need to strengthen their understanding for future success. Students must be ready to always learn when facing new situations that require new skills. Learning in the 21st century should place more emphasis on the theme of interdisciplinary learning. Four specific themes relevant to modern life are: 1) global awareness; 2) financial literacy, economics, business, and entrepreneurship; 3) civic literacy; and 4) health literacy. These themes need to be taught in schools to better prepare students to face life and the world of work in the future.

2. Learning to Do In order to be able to adapt and adapt in a society that is developing very fast, individuals need to learn to work. Students and adults alike need academic and applied knowledge, can link knowledge and skills, be creative and adaptive, and be able to transform all these aspects into valuable skills.
3. Learning to Be Academic and cognitive skills are important skills for a student, but they are not the only skills that students need to be successful. Students who have fundamental cognitive competencies are individuals with quality and identity. Such students are able to respond to failure as well as conflicts and crises, and are prepared to face and overcome the difficult problems of the 21st century. In particular, the younger generation must be able to work and study together with various groups in various types of work and social environments, and be able to adapt to changing times.
4. Learning to Live Together Various evidences show that students who work cooperatively can achieve a higher level of ability when viewed from the results of thinking and the ability to retain information in the long term than students who work individually. Learning together will provide opportunities for students to be actively involved in discussions, constantly monitor their learning strategies and achievements and become critical thinkers.

1. Planning, implementing learning and guidance:

In this pandemic period, it does not mean that teachers only do ordinary learning, but teachers will still be required to provide learning that still challenges students to think creatively. The UMP Purwokerto elementary school plans every learning implementation activity by requiring teachers to make RPP (Learning Implementation Plans) for each subject and sub-theme that will be taught to students. This is stated in the distribution of Basic Competencies and Competency Achievement Indicators. Basic Competence is the teacher's vision of achievement for students, while the Competency Achievement Indicators here are defined as the window of student understanding in learning. The RPP planned by the primary school teacher at UMP Purwokerto also includes learning steps, which are meant by these learning steps from the beginning to the end of the delivery of learning. Activities in the learning steps include, preliminary activities, core activities, closing. In all the activities contained in the planned learning steps in the RPP, the UMP Purwokerto elementary school has adopted the 4Cs principle (Critical Thinking, Communication, Collaboration, and Creativity) which is a hallmark of 21st century learning, courierkulum 2013, UMP Purwokerto elementary school also adopted the ISMUBA curriculum (Islam, Muhammadiyah and Arabic). In implementing the teaching process at the elementary school, UMP Purwokerto adopts Problem-based learning (PBL) is a teaching style that pushes students to become the drivers of their learning education. Problem-based learning uses complex, real-world issues as the classroom's subject matter, Encouraging students to develop problem-solving skills and learn concepts instead of just absorbing facts. The teacher guides and re-explains the material after giving students the opportunity to try to understand it on their own. This is done to check how fast the child's understanding is and to prevent misunderstandings in the process of understanding a learning material.

As far as the learning process takes place, communication occurs, namely with student discussions with other students and teachers, collaboration, namely by reflecting together on the subjects that have been studied and taught before the closing of learning activities, critical thinking, which is where students are given the opportunity at the beginning to analyze an event and atmosphere in an event. object, Creativity process the emergence of ideas, opinions or ideas from student activities related to the observed phenomena. And don't forget also in the learning process of the UMP Purwokerto elementary school starting and ending with prayer according to the Islamic religion, this also teaches students about the concept of knowledge that comes from God, and asks for convenience and strength so that they can become smart, intelligent, and always in the instructions.

UMP Purwokerto Elementary School also applies online learning when it is needed, such as in 2021 yesterday learning activities were focused on online base learning which uses media such as google meet, zoom, WA group, google document etc. This is done because of the government's call about COVID-19 and the demands for learning that must continue. The existence of this online activity also does not reduce the process of delivering learning

to students, where there are not so many obstacles faced by elementary school students at UMP Purwokerto. The UMP elementary school teacher's expertise in changing the assessment model to capture student understanding is by changing giving assignments that reflect the intended assessment, such as making videos of activities to help parents at home, collaborating with siblings and siblings. As for the assessment of academic teachers, they ask questions through an online file that can be done online or assignments that must be collected in the form of a file given a period of time for collection.

2. Assessing Learning outcomes:

In addition to designing interesting and easy learning, the teacher must also provide an assessment. Learning assessment is used to measure the extent to which students understand the learning material. But in abnormal conditions like this, of course we have to change that paradigm. The assessment does not only measure students' understanding, but also to improve the concept of effective online learning. According to Iqbal (2020: 209) Distance learning is a learning process that is carried out not in the form of direct face-to-face between educators and students. Both are not in the same place at the time of learning takes place. In the condition of distance learning, assignments are definitely the most important instrument. Through assignments, we can see the consistency of students in doing them. Because usually, if online learning is carried out for this long period, it is quite tiring and boring for students. It could be that we have provided creative and interesting learning, but the accumulation of learning from a large number of subjects still makes children bored. If students are active in completing assignments, they are generally considered active in online learning.

Assessments are carried out in schools periodically to diagnose the cognitive and non-cognitive conditions of students as a result of distance learning. Non-cognitive assessment is aimed at measuring the psychological aspects and emotional conditions of students, such as the psychological and social emotional well-being of students, the enjoyment of students while studying from home, and the condition of the students' families. Cognitive assessment is aimed at testing students' learning abilities and achievements. The results of the assessment are used as the basis for selecting learning strategies and providing remedial or additional lessons for students who are the most lagging behind. The curriculum used in schools in special conditions provides flexibility for schools to choose a curriculum that suits the learning needs of students, teachers in learning can be seen from the process of planning, implementing and assessing learning. Assessment is an important stage in learning, to test the effectiveness of learning. Assessment is also as feedback and material for subsequent learning improvements.

The UMP elementary school in its RPP (Learning Implementation Plan) explains that in the assessment each teacher emphasizes attitude assessment, knowledge assessment and skills assessment. The purpose of all forms of assessment is to determine learning achievement. In the process of taking student assessments, to assess the attitude of the teacher to observe students in class, this is related to the behavior of students in class. Knowledge assessment, the teacher gives written questions that are like exams, where students are tested for their understanding of related subjects. Skills Assessment, in this assessment process the teacher uses practical and portfolio techniques where students are required to practice learning that needs to be tested by practical methods.

As for online learning during the COVID-19 period, so that learning is not monotonous and does not stress students, the teacher makes assignments at home in the form of projects or utilizes online learning applications. There are several ways that teachers can do in developing children's creativity with parents at home.

First, making project-based learning by making useful products, preferably by selecting materials that only use materials available at home. So students do not need to leave the house and bother their parents. The assignment is sent via the student's parent WhatsApp group. After completing the project, students are assisted by their parents to report the steps of the activities carried out. The report was photographed and shared by the student's parents via the class teacher's WhatsApp

Second, read books. During learning activities at home, parents can have more quality time with their children by reading books together. Choose your child's favorite story book and read it with him. This will train children's imagination and have an impact on emotional, social skills and develop a reading literacy culture.

Third, exercise together. Not only intellectual abilities that need to be trained, physical activities can also be done with parents and children at home. Children are invited to exercise together at home by doing gymnastics or other sports for five to 15 minutes. The role of teachers and parents in supporting the learning process at home by building collaborations to maximize children's learning activities during the pandemic. The creativity of teachers in interesting and fun online learning activities will determine the amount of students' attention to online learning activities. Assessment in the online

learning situation, the teacher continues to make assessments, but with the concept model that the home is a place for children to learn. The teacher takes academic assessments by giving homework for each meeting, so that students learn at home with their parents. In addition, teachers also carry out non-academic assessments such as attitudes and religiosity by filling out journals and making videos. For example, the practice of praying and helping or collaborating with relatives, can be in the form of videos as a form of future assessment.

CONCLUSION:

In the learning process that is applied and used by SD UMP, it is appropriate and meets the standards to face the challenges that will come in the 21st century. we can see this from the learning planning process and the assessment process for students. As for the pandemic conditions, teachers continue to conduct distance learning using online social media as a mediator. Students' assignments and homework also become more diverse, but this does not reduce the essence of implementing the existing curriculum and lesson plans that have been previously announced. UMP Elementary School students have also been prepared as global netizens, meaning that there is an exchange student program abroad with teacher assistance, providing an opportunity to learn about differences and the use of international languages.

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